

Title of Material: _____

Author(s): _____

ISBN Number: _____

Publishing Company: _____

Intended Grade Level(s): _____

Reviewer: _____

Recommended: _____ **Not Recommended:** _____

Limited English Proficiency

Evaluation Criteria - Review Year 2006

NO Idaho Content Standards



4= Excellent 3=Good 2=Fair 1=Poor 0=Not Covered

OR... Yes No N/A (not applicable)

English Language Learners	Yes	No	N/A
1. Do the materials present a specific English language development program?			
If not, what are the materials specific for?			
2. Do the materials adequately represent the <u>listening</u> component of English language development?			
3. Do the materials adequately represent the <u>speaking</u> component of English language development?			
4. Do the materials adequately represent the <u>reading</u> component of English language development?			
5. Do the materials adequately represent the <u>writing</u> component of English language development?			
6. Would these materials be good as supplemental materials for an ELL curriculum?			
7. If these materials are benchmark measurements, do they include measurements for listening, speaking, reading, writing?			
	Yes	No	N/A
Readability is appropriate for grade level(s)?			
Teacher Guide Book	Yes	No	N/A
1. Is there a teacher guidebook?			
2. Is it an easy to use format?			
3. Is there an answer key?			

Teacher Guide Book (continued)					
	Rankings (4=high & 0=low)				
	4	3	2	1	0
4. The teacher's guide contains useful background information, meaningful activities, and alternate materials to support learning objectives.					
5. Effective questions guide comprehension.					
6. Goals/objectives are clearly stated.					
Organization					
1. Organization of materials (sequential, chronological, and thematic) facilitate the development of concepts or skills.					
Concepts					
1. Main Concepts are presented logically, and skill development is sequenced at age appropriate pace.					
2. Materials provide sufficient detail to clarify concepts and make them meaningful.					
3. Materials and concepts can be related to real life.					
4. Materials present a balanced approach that includes basic/higher-level skills, as well as content/process skills.					
5. Materials present a balanced representative of people and points of view regarding issues such as race, ethnicity, class, gender, religion, environment, and industry.					
Vocabulary					
1. Is the key vocabulary in Bold /italicized print for easy detection and understanding?					
2. Is the key vocabulary listed separately in the textbook?					
3. Are the new words defined either within the text or in a glossary?					
4. Is the vocabulary age and content appropriate?					

Graphic Materials	4	3	2	1	0
1. Illustrations, charts, maps, and graphs are clear and meaningful.					
2. Graphic materials/organizers assist students understand the context.					
3. Illustrations promote student thinking, discussion, and problem solving.					
4. Illustrations motivate students to read the text.					
Ancillary	Yes	No	N/A		
1. Do these materials relate to basic concepts, stimulate thinking, and serve as more than “busy work”?					
2. Are the directions clear and concise?					
3. Are enrichment materials available for gifted students?					
4. Are appropriate materials available for below-average students					
Other	Yes	No	N/A		
1. Did you find factual inaccuracies in the materials? If “yes” please cite the location of the inaccuracies (i.e., chapter, section, page) in the comment section of this evaluation form. Be specific:					
2. In your opinion, would you recommend these materials for adoption in Idaho?					

Comments: